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ABSTRACT

This is a second-year evaluation report for Project RESCATE, a bilingual education program for 285 Spanish and Haitian Creole speaking students at John Jay High School, Brooklyn, New York. The program provided bilingual instructional services in language and content area courses to Spanish dominant students, ESL and native language instruction to Haitian students, and supportive services (guidance, career development, outreach to families, and staff development) for all participants. The report focuses on changes implemented between the first and second year of this transitional, mainstreaming program, describes the Family Language Program, and provides student achievement data for 1981-82. It is concluded that the program operated very effectively, but that the area of curriculum development needs further attention. (GC)

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O.E.E. Evaluation Report

March, 1983

Grant Number: G00-800-6387

JOHN JAY HIGH SCHOOL

PROJECT RESCATE

1981-1982

Principal: Enzo Togneri

Director: Eduardo Uribe

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PROJECT "RESCATE"
JOHN JAY HIGH SCHOOL BILINGUAL PROGRAM

Location:	237 Seventh Avenue, Brooklyn, New York
Year of Operation:	1981-1982, Second year of funding
Languages:	Spanish, French/Haitian Creole
Number of Participants:	285 Students
Principal:	Enzo Togneri
Project Director:	Eduardo Uribe

I. INTRODUCTION

At the end of its first year of operation, Project "RESCATE" at John Jay High School was documented quite thoroughly in a report issued by the Office of Educational Evaluation. This report reached the following major conclusions:

The project served a population of 300 limited English proficient students representing more than 15 national backgrounds, who had arrived in the United States with various degrees of educational preparedness, and who differed in terms of socioeconomic status and length of residency in the United States. In working with these students, the great majority of whom were Spanish-dominant, the project stressed dropout prevention. The program staff worked toward providing and reinforcing effective classroom instruction, while the various non-instructional components emphasized motivating students to come to and remain in school, providing skills which would help students outside of the school setting, and providing family members with the necessary skills and in-

formation to negotiate their new environment. These objectives were largely met through an effective array of supportive services including individual and group guidance, career orientation, an outreach program of visits to students' homes to reduce truancy, and a Family Language Program which offered English language and cultural orientation instruction in students' homes.

Quantitative analysis of student achievement and interviews with administrators, program staff, and students indicated that the project was, to a significant extent, successful. Test data suggested room for improvement in the area of mathematics.

The following recommendations were offered to improve the program's overall effectiveness:

--an assessment by bilingual official class teachers of the participation of monolingual English-speaking students in the bilingual program for social integration;

--better documentation of the actual services provided to the French-, Italian-, and Portuguese-dominant students participating in the program;

--an increase in staff involvement in policy planning and other aspects of program administration;

--the formation of a clearer language-use policy in the content areas, the restructuring of Spanish-language instruction to reflect the needs of native speakers and second language learners, the extension of E.S.L. instruction, the incorporaton of remedial mathematics course into the program, and the expansion of tutorial services;

--strengthening community and local business ties in an effort to locate new sources of employment for program students;

--reinforcing the successful parental involvement component, including the maintenance of the family language program;

--conducting an assessment of existing curriculum needs and a search of available materials from central sources and other Title VII projects.

This year's report attempts to document areas where changes have occurred or the program has been modified, and to elaborate on a number of the program's special features, including the Family Language Program; it will report in somewhat more detail students' reactions to the program and observations of how the program functions day-to-day in the classroom. It will not dwell on aspects of the program which have been extensively documented in the last evaluation. Readers who wish a fuller picture of the project are referred to that report.

II. CONTEXT

COMMUNITY SETTING

John Jay High School has operated for nearly a century in Park Slope, a Brooklyn neighborhood which has traditionally encompassed a heterogeneous population. While wealthy brownstone owners lived along Prospect Park West and adjacent streets, the larger area bounded by Ninth Street, Fourth Avenue, and Flatbush Avenue has been home to a racially integrated middle- and working-class community. Throughout the seventies, Park Slope underwent sporadic but intense gentrification. Newcomers bought up and renovated many blocks of brownstones; less affluent renters continued to dominate other blocks. The small businesses on the neighborhood's commercial thoroughfare, on which the school is located, serve both kinds of residents, but specialty shops and restaurants increasingly cater to the needs of more upwardly mobile "Slopers."

In the midst of this neighborhood stands John Jay High School, one of the country's largest public schools. An imposing, five-story, red brick building, it occupies a square city block.

Park Slope residents generally send their children to local nursery and elementary schools but for secondary education many opt for specialized public schools or private schools. John Jay draws its students from the other neighborhoods with District 15. A majority of John Jay students commute from Sunset Park, Red Hook, Prospect Heights, and Crown Heights; fewer live in other neighborhoods served by the school, that is, Carroll Gardens, Brooklyn Heights, Boerum Hill, Cobble Hill, Prospect Park, and South Brooklyn. For the most part, students come to John Jay from neigh-

borhoods which have fewer economic resources than Park Slope, and many more of the problems associated with poverty and unemployment. The disparity between the school's setting and its larger attendance area has important implications. Most evidently, John Jay brings students into a neighborhood in which few of them could afford to live. Furthermore, the school must relate to two distinct communities: the large community dispersed throughout several neighborhoods and has little cohesion: and the sometimes more vocal community which lives in the school's vicinity.

SCHOOL SETTING

John Jay accepts students from a district in which the majority of students are Hispanic. The South Brooklyn area, in which the school is situated, attracts about a thousand non-English-speaking families each year; as the largest high school in the area, John Jay enrolls many of the adolescent children of these families.

The percentage of Hispanic students at John Jay -- 60 percent in 1981-82 -- approximates the figure for the district. The percentage of Hispanic students at John Jay is increasing gradually; Hispanic students constituted 56 percent of the population the previous year. The ethnic breakdown of the student population for the years 1980-81 and 1981-82 are provided below in rounded figures:

	Percent of Total Enrollment 1980 - 81	Percent of Total Enrollment 1981 - 82
Hispanic	56	60
White, non-Hispanic	22	17
Black, non-Hispanic	19	21
Asian	2	2
American Indian	1	0 (2 students)

The following table indicates the home languages of John Jay students for the same years:

TABLE 1

Home Languages of John Jay High School Students

1980-81 and 1981-82

Language	1980-81 Number Students	1980-81 Number LEP Students	1981-82[a] Number Students	1981-82[a] Number LEP Students
Spanish	1,694	232	1,853	175
English	1,240	---	1,327	---
Creole	35	22	51	17
Italian	27	15	35	13
Other	29	9	43	6
Total Enrollment	3,025	278	3,309	211

[a]Source: High School Data Form For Consent Decree/LAU Program

III. STUDENT CHARACTERISTICS

The bilingual program served a total of 285 students in 1981-82. Of these students, 17 (about six percent) were English-dominant students who took part in official classes with bilingual students, and whose enrollment in the program was meant to stimulate social integration.

The remaining program students were all foreign-born, and immigrated from 21 countries. Eighty-three percent of participants came from Spanish-speaking countries, as compared with 67 percent the previous year. The following list indicates countries of origin:

Country of Origin	Number of Students
Puerto Rico	84
Dominican Republic	72
Ecuador	41
Haiti	17
Italy	10
Columbia	9
Guatemala	6
Cuba	5
Panama	5
El Salvador	5
Honduras	3
Nicaragua	2
Peru	1
Uruguay	1
Portugal	1
India	1
China	1
Vietnam	1
Korea	1
St. Croix	1
Cape Verde	1
U.S. (English-dominant)	17

The number of Italian-dominant students has diminished. John Jay remains the zoned school for the Carroll Gardens area of Brooklyn, which does have a population of recently arrived Italian immigrants. The grade advisor at John Jay said that the Central Board of Education has apparently been issuing variances so that Italian-dominant students might attend New Utrecht High School, which has a program geared to their needs. Very few are enrolled at John Jay.

While the number of Haitian students enrolled at John Jay has slightly increased since 1980-81, the number requiring bilingual services has decreased. As a result of these factors, Project "RESCATE" is, more than ever, geared to meeting the needs of Spanish-dominant students.

The program continues to count a small number of English-dominant students in its target population, although their number has been halved. It does not appear that the inclusion of these students in the program serves the purpose for which it was intended; the director observed that in the official classes, where social integration is presumably to occur, bilingual students tend to converse with others in their language group.

One group of students that merits particular attention at John Jay, as at other city high schools, is bilingual ninth graders. The project's typical ninth grader was 16 years old in the spring term. Of 44 ninth graders, 22 were 16 years or older. The following table indicates age by grade of program students:

TABLE 2

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2	0	0	0	2
14	8	1	1	0	10
15	12	24	1	1	38
16	13	34	23	8	78
17	8	13	40	17	78
18	1	9	21	22	53
19	0	0	7	12	19
20	0	0	0	3	3
24	0	0	1	0	1
Total	44	81	94	63	283
Overaged Students					
Number	22	22	29	15	88
Percent	50.0	27.1	30.8	23.8	31.0

.Thirty-one percent of the program students are overage for their grade. The highest proportion of overage students is in grade 9.

.Most program students are 16 and 17 years of age. Most of these are in grade 11.

The age factor has numerous implications for instructional planning and support services. Clearly, older ninth graders have special needs. Many appear to be encountering academic difficulties: an evaluator compared the mid-term grades of ninth graders in each age group, and noted that younger students were faring better academically than their older classmates, although this pattern was not entirely consistent.

Furthermore, 17 or 18 year old ninth graders appear to require additional help in exploring vocational paths, obtaining part-time employment, and considering high school equivalency programs. The pressures on these students to contribute to their households, which is already intense, can only become more acute as they leave the teen years.

Because there may be selective personal and environmental pressures on students in urban communities, the composition of the student body may vary from school to school, and within a school from grade to grade. At John Jay, the percentage of male students in the school as a whole is slightly higher (53 percent) than that of female students (47 percent). In bilingual program, the situation is reversed, with females (51 percent) slightly outnumbering males (49 percent). The following table presents the distribution by grade and sex of bilingual students for whom information was reported:

TABLE 3

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	24	53.3	21	46.7	45	16.1
10	45	56.3	35	43.8	80	28.6
11	42	45.7	50	54.3	92	32.9
12	27	42.9	36	57.1	63	22.5
TOTAL	138	49.3	142	50.7	280	100.0

.The program students are comprised of about the same number of males and females.

.There are more male students at the ninth- and tenth-grade levels and more females at the eleventh and twelfth-grade levels.

IV. PROGRAM DESCRIPTION

HISTORY OF SERVICES TO STUDENTS OF LIMITED ENGISH PROFICIENCY

Prior to 1975, tax-levy monies supported English as a second language (E.S.L.) classes at John Jay. One staff member provided guidance in Spanish or French to students who otherwise could not benefit from guidance services. No other non-instructional services were available.

In 1974, a five-year Title VII program was funded to offer basic bilingual services to three groups which were, at the time, roughly equivalent in numbers: Spanish-dominant, Italian-dominant, and French Creole-dominant. After a one-year hiatus in supplementary bilingual services, (when tax-levy services met the basic instructional needs of Spanish-dominant students) Project RESCATE was funded. Stressing drop-out prevention and career education, the program placed, in supplementary positions, staff members who with one exception had not been on the staff of the previous Title VII program. The exception was the project director, a native speaker of Spanish who had served as a math teacher in charge of curriculum and testing, as well as consent decree and LAU coordinator.

STAFFING

During the project's first year, its full-time professional Title VII staff included a coordinator, a career advisor, a guidance counselor, and a resource specialist. A 20 percent reduction in monies budgeted for salaries for the project's second year meant that the resource specialist, a very valued member of the staff, was no longer associated with the program. In addition, the project director and the career advisor both took classroom

responsibilities: the project director taught algebra II; the career advisor taught global history.

Paraprofessional support has been inconsistent during the project's first two years. Last year, funding was allocated for two paraprofessionals, but the dearth of eligible candidates meant that these positions were not filled until the second semester. This year, another complicated problem arose. Two paraprofessionals were hired for the first term, but due to a personnel problem involving a question of seniority, neither could be employed for the second. (These paraprofessional positions were both funded by Title I.)

The following tables indicate the funding of the program's instructional and non-instructional components:

TABLE 4

Funding of the Instructional Component (Spanish)

	Funding Source(s)	Number of Personnel: Teachers	Paras
E.S.L.	Tax Levy Title I	.4 1.0	1.0
Reading (English)	Tax Levy	1.0	--
Native Language	Tax Levy	2.0	--
Mathematics	Tax Levy	.8	1.0
Social Studies	Tax Levy	1.2	--
Science	Tax Levy	.6	--
Other	Tax Levy	2.0	--

TABLE 5

Funding of the Instructional Component (French/Haitian Creole)

	Funding Source(s)	Teachers
E.S.L.	Tax Levy	.2
Reading (English)	Tax Levy	.2
Native Language	Tax Levy	.4
Mathematics	Tax Levy	.2
Social Studies	Tax Levy	.2
Science	Tax Levy	.2
Other	Tax Levy	.2

TABLE 6

Funding of the Non-Instructional Component

	Funding Source(s)	Personnel:	No. & Title(s)
Administration and Supervision	Title VII	.8	Project Coordinator
Curriculum Development	Title VII	.8	Career Advisor
Supportive Services	Title VII	1.0	Guidance Counselor
Staff Development			
Parental & Community Involvement	Title VII Tax Levy	10	Bilingual Bicultural Specialists (Family Language Program)

While the staff was diminished during 1981-82, its responsibilities were not. The issue of classroom coverage somewhat aggravated this situation. The principal explained that covering classes of absent teachers is a matter of security: "There is a direct relationship between the number of teachers out and the number of footsteps you hear in the hallway during class time." He added that helping to cover these classes is a matter of "citizenship": ("Everyone lives in this building") and of addressing the school's most important goal -- effective education. He therefore felt that Title VII staff should not be exempt from covering classes during the day. Staff members in some cases felt, however, that they were handling a disproportionate amount of coverage -- typically one or two periods a day -- because they were perceived as having free time. One person felt that in some cases, the amount of work that program staff is expected to complete, such as testing 400 students in several areas, was not sufficiently appreciated.

PHILOSOPHY

The assistant principal responsible for bilingual education and foreign languages, in his first full year in that position, was quite direct in articulating his view of the program's major goal. Although the proposal defined that goal as dropout prevention, the assistant principal stressed the related objective of English-language acquisition: "If a student comes to me and within a year can't speak English fluently," he said, "we have failed." He added the project anticipates a greater influx of students with limited proficiency in English, and therefore transition to the mainstream in one year is all the more important.

Speaking to the program's philosophy, the career advisor stated that the bilingual staff seeks to get students linguistically and culturally acclimated to the American environment, to promote acculturation through gradual mainstreaming. In addition, he stressed the importance of preserving home values in the new social context and providing students with the skills which will help them negotiate successful entry into the job market or university training.

John Jay's administration expresses support for the goals of the bilingual program, and foresees expansion of bilingual services in the future, perhaps in the development of a "bilingual academy." The possible incorporation of computer science into the curriculum was mentioned. Continuing the Family Language Program was cited as a clear priority.

PROGRAM OBJECTIVES

Specifically during its second year of operation, the program proposed the following objectives:

1. As a result of participating in the program, students will master an average of one objective per four weeks of treatment on the Criterion Referenced English Syntax Test.

2. Students participating in the program will show significant gains in their native language.

3. As a result of participating in the program, 70 percent of the students will achieve a passing rate in the areas of: mathematics, social studies, science, career education, and vocational training.

4. As a result of participating in the program, the attendance rate of students will surpass that of the mainstream students by at least 10 percentage points.

5. As a result of participating in the program, the dropout rate of students will be at least 10 percentage points less than the dropout rate of the mainstream students.

6. Individualized Learning Activity Packets will be developed for four courses of study during the year.

7. As result of participating in the program, at least 60 percent of the students will increase their cultural and extracurricular activities.

8. As result of participating in the program, 50 percent of the participating students seeking a part-time job will obtain employment, after school hours or during the summer vacation.

9. Over 50 percent of the staff members will enroll in college/university courses and achieve passing grades.

10. At least 80 percent of the staff members will participate in at least 80 percent of the inservice workshops offered by the program.

11. The drop-out rate among the students of participating families will be less than one-half of the on-going drop-out rate for a matched control group of non-participating students in the school.

12. At least one parent or other adult from at least one-third the families being served will attend two or more school functions during the year.

13. At least one parent or other adult from at least one-third of the participating families will attend adult education and/or will improve his/her employment status through a promotion to a better job.

14. At least 80 percent of the participating families will evidence a better awareness of consumer life.

V. INSTRUCTIONAL COMPONENT

PLACEMENT

Students qualify for the program if they have scored at or below the twentieth percentile on the English version of the Language Assessment Battery (LAB); teachers' referrals and parents' requests are also taken into account. Their programs are assembled on the basis of previous records, language skills, special interests or abilities, and performance on placement tests. Programming is fairly uniform until the fifth term, when students may take electives. Students are grouped for content-area instruction according to their academic experience and ability.

While the assistant principal responsible for bilingual education stated the program is working toward preparing students for work in the mainstream in a single year, students presently remain in the program for an average of two years. It takes this long, the grade advisor explained, to fulfill basic requirements. He stressed that the principal must be able to show that students in the eighth-term (senior) class are indeed eligible for graduation. This may be problematic if, for example, an eleventh grader who has had one year of English in the native country enrolls in the program and wants to graduate in a year. This student may receive two miscellaneous credits, in English, enters E.S.L. 1, and takes an extra English course for additional credit, but still needs two years to fulfill basic requirements.

Occasionally a student will enter in the seventh term of high school. In this case, placement decisions rest largely on the amount of English-language instruction which the student received in the native country. One student was referred to City College for evaluation since she had taken four years

of English and was within one term of graduation when she immigrated to the U.S. In this case, her parents preferred that she remain in high school for a year because they felt it would be a more secure environment.

Several students from the Dominican Republic and from Haiti entered without records. Some had not been to school in some time. The grade advisor said that the program had no choice but to place them in the ninth grade, regardless of age. This left the staff with the challenge of meeting the needs of 17-year-old ninth graders whose likelihood of graduating was not great. Many were willing to pursue the G.E.D. diploma, but there are limited Spanish-language G.E.D. programs. The goal of the program in such cases is to find some means of dealing with the adjustment problem and to provide English-language skills at the same time, and in these ways to increase preparedness for an equivalency program or entry into the job market. Ideally, programming for overage students would stress courses directly relevant to employment opportunities. However, the grade advisor is obliged to place students in required courses, and for the first two years students' programs cannot accommodate vocational courses. An evaluator looked at students' program cards, and noted that overage students generally are placed in the same classes as their younger grade-mates. For example, a 19-year-old ninth grader was taking the following courses: Spanish, global history, Math, English-EX (remedial), E.S.L., general science, baseball.

CHANGES IN THE INSTRUCTIONAL PROGRAM IN 1981-82

The assistant principal pointed to four major changes in the project's instructional component this year.

First, Spanish-language offerings have been modified to better serve native speakers. For the first time at John Jay, all but the first level of Spanish was taught in separate sections for native speakers and for those learning Spanish as a second language. The assistant principal added that next year, a level I course will be added for those native speakers who have come from areas where educational opportunities were limited, or where schooling was interrupted.

Secondly, "extra" English classes were organized for homogeneous groups of program students. An English teacher described these courses, which are taught, under the aegis of the English department, by mainstream teachers who rotate in assuming this responsibility. These classes are taught entirely in English, and serve the dual purpose of orienting bilingual students to mainstream English classes and allowing the English department to meet and assess these students for a later placement.

A third change was organizational: the instruction of English as a second language was, for the first time, incorporated into the foreign language department. In this way, a single administrator was reponsible for the full spectrum of courses designed for bilingual program students.

Finally, the program clarified a policy of language usage in content-area classes. In this way, it responded to a recommendation in the previous year's evaluation report, which had concluded that "no clear language policy governs instruction... The use of English or Spanish in a particular content area course seems to hinge on the materials available, rather than on students' needs" (p. 91). In 1981-82, in each subject class, teachers were to evaluate the students' level of language competence and then to adjust curriculum materials accordingly, maintaining a basic core of content material.

LANGUAGE POLICY

The assistant principal set out the following policy for language use in content-area courses: Spanish is used for all aspects of classroom instruction except for technical terminology. Homework and tests are to be given in Spanish exclusively. The assistant principal monitors language usage in his observations of teachers.

This policy apparently supplies general guidelines and not firm rules. The project director stated that he and other content-area teachers introduce English vocabulary and sometimes include a brief review in English at the end of a class. (The grade advisor, who teaches social studies, indicated that occasionally work will be assigned in English; he sometimes asked students to read a newspaper article or write a composition in English. He added that in the more advanced content-area classes, teachers tend to introduce English more frequently.)

In practice, the assistant principal's policy appears to be widely applied. Of six content-area classes visited by an evaluator, English vocabulary was introduced in one case -- an economics class. In this class, students were using an English textbook. Even when referring to this text, teachers and students spoke Spanish exclusively.

COURSE OFFERINGS

English as a Second Language

Each student takes one period of English as a second language and one period of "extra" English (as described above). The assistant principal has brought to the principal's attention the lack of a transitional E.S.L. class; after taking the program's offerings, students are placed in regular English classes or in remedial English classes funded by P.S.E.N. These

do not appear to fully meet students' needs, in the view of the assistant principal. He added that the institution of a transitional E.S.L. class will undoubtedly hinge on budgetary considerations. Table 7 outlines the two-year E.S.L. program currently available to program students.

Native Language Instruction

Hispanic and Haitian students took courses in Spanish or French. After Level I, native speakers of Spanish were placed in different sections from students learning Spanish as a second language. Those John Jay students whose home language is Italian had the option of enrolling in an Italian language class. Table 8 indicates native language courses.

TABLE 7

Instruction in English as a Second Language

Course Title	Number of Classes	Average Class Register	Class pds. per Week	Description	Curriculum or Material in Use
Fall Term					
TESL I	3	21	5	LEP Beg. class	In-house material
TESL II	1	23	5	LEP Sequence	Real Stories (Katz)
TESL III	2	22	5	LEP Sequence	Modern Short Stories (Dixon)
TESL IV	1	21	5	Last LEP Class	Test Drills Eng. Grammar (Dixon) Exercises in Comprehension (A. Cornelius)
Spring Term					
TESL I	1	16	5	Same as above	
TESL II	2	27	5	"	
TESL III	2	13	5	"	
TESL IV	2	23	5	"	

.Table 7, supplied by the project office, indicates that a total of 151 students in the fall and 142 students in the spring were enrolled in English as a second language classes. These figures represent approximately half the total number of LEP students being served by the project.

TABLE 8

Instruction in the Native Language

Course	Number of Classes	Average Class Register	Class Pds. per Week	Description	Curriculum or Material in Use
Fall Term					
Spanish 3N	3	35	5	Intermed.	Español Al Dia Bk 1
Spanish 5N	2	35	5	Intermed.	Español Al Dia Bk 2
Spanish 7/8	2	35	5	Advanced	Literature: Calidoscopio
French 3/4	2	34	5	Intermed.	
French 5/6	1	34	5	Intermed.	
Italian 4	1	30	5	Intermed.	
Spring Term					
Spanish 4N	3	35	5	Intermed.	Español Al Dia Bk 1
Spanish 6N	2	35	5	Intermed.	Español Al Dia Bk 2
Spanish 8	1	35	5	Advanced	Literature: Calidoscopio
French 3/4	2	34	5	Intermed.	
French 5/6	1	33	5	Intermed.	
Italian 4	1	30	5	Intermed.	

At the teacher's discretion, courses in the language incorporate material dealing with students' native cultures. At least one staff member thought that a more consistent, organized approach to introducing the material into the curriculum would be beneficial to teachers and students alike.

An evaluator visited a tenth-grade Spanish-language class. The teacher said that its 30 students had been assigned to the class after taking a test to measure their academic achievement. The teacher was presenting a grammar lesson on the future tense. First, students filled in blanks in sentences written on the board. They then did exercises from the textbook, which was designed for English-dominant students, and asked students to translate between the two languages. Students copied exercises from the text into their notebooks while the teacher went around the room, checking their work. In this way, students received both whole-group and individualized attention.

Content-Area Instruction

Bilingual courses in social studies, mathematics, and science -- that is, courses taught almost entirely in the Spanish language -- were offered by the project to eligible students as indicated on the following table.

TABLE 9

Bilingual Content-Area Instruction

Course	No. of Classes	Average Register
Fall Term		
Pre-Algebra 1	1	36
Algebra 1	1	36
Algebra 2	1	33
American history 1	2	34
American history 2	1	36
World history 1	1	34
Global history 1	1	37
Biology 1	1	34
Careers	1	28
Spring Term		
Algebra 2	1	35
Business arithmetic 2	1	34
Fundamental math 2	1	34
Economics	2	35
American history 1	1	35
World history 2	1	35
Global history 2	2	34
Biology 2	2	34
General Science 2	1	34

Two changes in the content-area curriculum may be noted during 1981-82. First, a global history course was added to the social studies offerings. Secondly, a remedial math class was introduced to reduce students' reliance on individual tutoring, which has been draining a good deal of the mathematics teacher's time.

There were 25 students in a biology 2 class observed by an evaluator; the students were tenth, eleventh, and twelfth graders. The teacher was discussing the nitrogen cycle, and had written some notes on the board to clarify the process. Two charts were also displayed. Communication between teacher and students was exclusively in Spanish. The teacher lectured and then asked questions. Students were attentive and orderly, and responded to these questions. When the evaluator asked a student to see the textbook which the class used, she was told that none existed.

In an economics class, the teacher presented a series of questions in Spanish and accompanying English vocabulary on a portable blackboard to 15 students. Students were asked, for example, why it is important to know how to calculate paycheck deductions. The English vocabulary included such words as paycheck and deductions. At one point, a student asked for explanations of these terms.

The teacher lectured in Spanish, but did introduce some English phrases from time to time. After discussing the written questions, the teacher asked students to look at a table in their English language text, Economics for Everybody. Students were asked to calculate hourly wages

based on this table and to figure out double-time pay. This exercise was conducted in Spanish.

MAINSTREAMING

The project encourages a gradual transition to a full mainstream program in several ways. First, as noted above, students take "extra" English courses in the English department after they complete E.S.L. Students also take other required or elective courses in the mainstream; about a fourth of program students were reportedly taking two or more of their content-area courses in English. Approximately 15 students completed the program's E.S.L. offerings, but continued to take some or all of their content-area instruction in the program. About 35 students, in their senior year, were taking all of their content-area classes in the mainstream, but continued to receive supportive services from the program. Table 10 indicates mainstream classes taken by program students.

There has been some discussion at John Jay about how bilingual students might best be placed in mainstream English classes. The head of the English department has been urging the establishment of objective criteria, such as scores on a placement test. The head of the foreign language (and bilingual) department favors teacher recommendation as the primary means of deciding in which term of English a student should be placed. In general, placement procedures have yet to be refined.

Parents are consulted in the mainstreaming process. They are asked to approve this step in writing. Parents and students are reassured that the

change will not be entirely abrupt, that the career adviser will be doing follow-up on these students, and that transitional support services will be available when needed. Mainstreamed students sometimes remain in bilingual official classes.

TABLE 10

Enrollment of Program Students in Mainstream Classes

Subject	Number of Students	Hours Per Week	Criteria For Selection
Industrial Arts	28	3 Hours 20 Min.	Elective
Art	45	"	Elective/required
Hygiene	35	"	Required
Careers	5	"	Elective
Bookkeeping	25	"	Elective
Mathematics	20	"	Elective
Data Jobs	17	"	Elective
Music	33	"	Elective/required
Typing	60	"	Elective
General Science	45	"	Required
History	50	"	Required
English	65	"	Required
Reading	20	"	Teacher Evaluation
Algebra/Geometry		"	Elective/required
Gym	260	"	Required

VI. NON-INSTRUCTIONAL SERVICES

According to the proposal, Project RESCATE's non-instructional services were to be geared toward dropout prevention and career development, two goals which the staff consider to be closely related. This section of the evaluation will stress those aspects of project activities which related to these goals, and will highlight the Family Language Program, a unique aspect of bilingual education at John Jay.

SUPPORTIVE SERVICES

Two Title VII staff members, a bilingual guidance counselor and bilingual career advisor, worked closely with the project director and grade advisor to identify and meet students' academic and emotional needs. In this way, the staff attempted to alleviate adjustment problems before they become severe enough to cause truancy or dropping out. In some cases, the staff sought assistance from other professionals with more specific expertise. For example, six students who were thought to be hampered by learning problems were discussed with a social psychologist and with the students' parents. In four cases, extra tutorial assistance was recommended; in two cases, special education programming was deemed appropriate.

Like other John Jay students, program participants met with the guidance counselor once each semester to discuss their progress in the program and their adjustment to the school, and to consider the possibility of transition into mainstream classes. The bilingual guidance counselor speaks Spanish and Italian, and to a lesser degree French. He has had

occasion to make referrals to local agencies or health facilities on a number of occasions. He also has given parents assistance in negotiating the maze of bureaucratic and legal tasks that face new immigrants. Students are also encouraged to consult with other members of the bilingual program staff for assistance or advice.

The project also offers tutorial assistance to students who are experiencing difficulty in program courses, or who need help making the transition into mainstream classes. During the first term, a paraprofessional was available for tutoring, and kept a log of these services. Record-keeping became more difficult during the second term, when no paraprofessional help was available to the program staff.

CAREER ADVISEMENT AND VOCATIONAL EXPERIENCE

The proposal stated that the project's career component is designed to give students hands-on work experience to bolster their chances for finding jobs after graduation, and to place them in an environment where speaking English is more than an academic exercise. This has proven difficult to implement, since participants have few marketable skills, and the language barrier has proven more of a problem than the staff anticipated.

John Jay took part in the TOP program, through which the New York City Public Schools offered to cover the wages of students whom local businesses would employ on a part-time basis. John Jay was offered 150 slots in February, but only 50 students had been placed by the spring, partly because some willing employers had not yet been certified as eligible. Some bilingual students were placed, said the principal, but he could not say how many. He mentioned that TOP's placements often

required the skills of native English speakers. He also said that he was committed to placing more bilingual students in these jobs during the next school year. According to program sources, a total of 35 program students have after-school or summer jobs.

Due to the lack of job opportunities open to program students, the career advisor shifted the program's emphasis to preparation for college entrance. He noted that the vast majority of program students apply for college entrance. The program offers students a one-term elective course in career education, which was taught primarily in Spanish, with English vocabulary enrichment and review. The assistant principal said that in this class, it is appropriate to introduce some English at every meeting.

CURRICULUM DEVELOPMENT

During 1981-82, the project was working toward revising or completing economics and global history curricula, which were scheduled for piloting the following year. The staff was also preparing to institute stenography and typing, and a hygiene course in Spanish. The program has acquired materials from other Title VII programs, including that at Bushwick High School. An evaluator visited the school library, and observed that although Spanish is the home language for a majority of John Jay's enrollment, the library's collection of Spanish language materials occupies approximately one shelf. There was no Spanish dictionary. One of the library aides mentioned that many books acquired by the library soon vanished; she added that she had personally brought some of the few Spanish-language magazines and books into the library herself.

The bilingual office has on its shelves English-language tapes, materials on careers, and other resources for teachers and students.

STAFF DEVELOPMENT

Project staff took part in staff development activities in and outside of John Jay. Departmental meetings and monthly workshops focused on the following topics:

Department Meetings	Workshops
Student placement	Classroom management
Disruptive students	Problems facing students from Central American
Tutoring bilingual students	Infusing career education into the curriculum
Mainstreaming	Mastery learning
Report on SABE Conference	National issues relating to bilingual education
Report on NABE Conference	Testing and placement
Preparation of a New Title VII proposal	Dealing with disruptive students
Grading policy	

Staff members also attended workshops at the Board of Education, Fordham University, and the Hunter College bilingual department. Those attending were represented at the Eleventh Annual International Bilingual Education Conference, and at the Fifth Annual NYSABE Conference. Four teachers attended summer workshops on mastery learning sponsored by Division of Curriculum and Instruction, the United Federation of Teachers, and the Economic Development Council of New York.

Eight members of the bilingual program's Title VII or teaching staff were attending courses or workshops at New York colleges or universities on a weekly basis.

FAMILY LANGUAGE PROGRAM

The evaluation of Project RESCATE's first year cited the Family Language Program as a particularly innovative and effective aspect of John Jay's bilingual services. By offering English as a second language instruction to students, family members, and sometimes other relatives or friends in the home, as well as consumer education and basic information aimed at helping an immigrant family adapt to its new surroundings, the program forges a strong link between home and school. At the same time, it helps parents to gain skills which will reduce their reliance on their children. Last year's evaluation concluded that this may help, in the long run, to alleviate demands on the time of bilingual students -- who are often called upon to translate or to negotiate financial, housing, health, or legal business -- and in this way to promote better attendance and improved performance.

This year's evaluation focused more closely on the workings of the Family Language Program (F.L.P.). Its coordinator, a John Jay teacher, received funding from two sources for the work of the F.L.P.: from Title VII (which covers 400 hours of instruction per term, or a total of .5 teaching units) and tax-levy monies (which supported 475 hours per term, or .6 teaching units). Teachers are paid on a per session basis to visit a family for one hour per week. But as the coordinator pointed out, "no bell rings," and the sessions often run a bit longer. Teachers do not receive release time for this assignment.

The F.L.P. was originally funded by a special grant from the State Department of Education. This was discontinued in the late seventies, when stringent cuts caused the program's dissolution. It resumed func-

tion with a reduced allotment in 1979, allowing services to 12 to 15 families. Since that time, however, Title VII and tax-levy monies have enabled the program to serve some 35 families on a regular basis. (Forty families begin the program in the fall term, but due to mobility, there is usually some attrition during the year.)

The selection process is quite straightforward. A survey form sent to E.S.L. and bilingual classes determines student interest in program participation. The coordinator gives priority to those who ask for a teacher to come to their homes, and to new arrivals. In other cases, a teacher may recommend that the family of a particular student become involved in the Family Language Program. In such instances, the coordinator stressed, it is particularly important to clarify that instruction is without cost to the student or family.

During the 1981-82 school year, the program employed 11 part-time teachers who together offered 980 sessions to a total of 41 families over a period of 36 weeks. The 12 participating teachers, most of whom have a working knowledge of Spanish (two are fluent in French and two in Italian) submitted monthly logs indicating the progress of each family. Pre-tests and post-tests taken by the students and family members were compared by the coordinator in June. An evaluation of the program (see appendix) concluded that its objectives had been successfully met, and highlighted the following facts:

--F.L.P. played a role in solving administrative problems, such as ensuring that students were appropriately immunized;

--the 41 participating families represented 20 countries of origin and 8 language groups: Spanish, French, Portuguese, Italian, Chinese, Vietnamese, Arabic, and Hebrew;

--nine of the eleven participating teachers marked their ninth year of working in the program, despite the fact that the per-session rate of pay has hardly kept up with inflation in that time (an increase of 16 percent over the last decade).

The evaluation stated that beginning in 1983-84, the program hopes to incorporate career education modules into the family language program particularly to acquaint students and family members with careers in high technology fields, as well as office procedures. It states, "We believe that many of the mothers and fathers we have met are capable of more challenging jobs than those they are now filling." Helping to alleviate parents' employment and financial problems would offer as secondary gain: improved performance by their children in school.

An evaluator visited the home of a family which was participating in the F.L.P. and spoke with the parents. One parent mentioned that she had not seen the teacher for some time. (This may have had to do with holidays and other activities, such as a bilingual program outing to the circus, which interfered with home instruction.) On the whole, however, all involved were very enthusiastic.

VII. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-82.

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total Reading, Forms BS and AS, Intermediate and advanced levels, 1950 version)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Attendance --School and program records

The following analyses were performed:

On pre/post standardized tests of Spanish reading achievement statistical and educational significance are reported in Table 17.

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.* An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically signficant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

*Jacob Cohen. Statistical Power Analysis for the Behavior Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by all program students who received Title I E.S.L. instruction in fall and spring semesters by grade and test level (Tables 11 and 12). Tables 13, 14, 15, and 16 present CREST performance by language group for both the fall and spring semesters.

Rates of success of students in mathematics, science, and social studies courses taught in the bilingual program are reported by grade and language of instruction in Tables 18, 19, 20, and 21. These tables contain the number of students reported as taking the relevant courses, the number reported to have passed, and the percent passing, for fall and spring courses separately.

Performance on teacher-made tests of native language achievement are reported by language group in Tables 22 and 23.

The combined performance of Spanish, French, and Haitian Creole-speaking students in business and vocational education courses is presented by semester in Table 24.

A comparison of the attendance rate of program participants with that of the school as a whole is presented in Table 25. This table contains the average rate for the school and for the various participant groups, the percent difference, value of the z statistic, and its level of statistical significance.

TABLE 11

Performance of Program Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (All Program Students, Fall)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Months of Treatment	Gain	Gain/Month
9	21	4.8	9.3	4.5	1.9	4	11.0	14.0	3.0	1.1	----------					21	2.4	4.2	1.7
10	34	5.8	11.1	5.3	1.7	17	8.9	14.2	5.3	1.9	----------					48	3.1	5.2	1.7
11	16	6.7	11.7	5.0	1.7	23	7.2	14.2	7.0	2.6	----------					37	2.8	6.2	2.2
12	1	3.0	6.0	3.0	1.1	14	10.4	18.4	8.0	2.9	1	7.0	12.0	5.0	1.9	16	2.7	7.5	2.7
TOTAL	72	5.7	10.6	4.9	1.7	58	8.7	15.2	6.5	2.4	1	7.0	12.0	5.0	1.9	122	2.8	5.6	2.0

Note. number of objectives for each level: Level I (25), Level II (25), Level III (15).

.Program students at each grade level met or exceeded the program objective of one objective mastered per month of treatment.

.The average gain per month for Level I was 1.7 objectives, for Level II, 2.4 objectives, and for Level III 1.9 objectives. It is important to note that only one student was pre- and post-tested at Level III.

.Most program students were pre- and post-tested at Level II where the average gain per month was double the program objective.

TABLE 12

Performance of Program Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(All Program Students, Spring)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Months of Treatment	Gain	Gain/Month
9	34	6.9	11.4	4.5	1.6	1	4.0	12.0	8.0	2.3	1	10.0	11.0	1.0	0.3	36	3.1	4.5	1.6
10	9	6.6	11.0	4.4	1.3	35	10.4	14.8	4.4	1.3	1	7.0	10.0	3.0	0.8	45	3.5	4.4	1.3
11	3	10.3	13.0	2.7	0.8	32	11.3	15.4	4.1	1.2	9	9.2	13.0	3.8	1.0	44	3.5	3.9	1.1
12	1	8.0	11.0	3.0	0.8	4	18.2	23.2	5.0	1.4	5	8.0	12.4	4.4	1.2	10	3.6	4.5	1.3
TOTAL	47	7.1	11.4	4.3	1.5	72	11.2	15.5	4.4	1.3	16	8.7	12.5	3.8	1.0	135	3.4	4.3	1.3

Note. number of objectives for each level: Level I (25), Level II (25), Level III (15).

- The average gain per month for program students who were pre- and post-tested at all three levels met or exceeded the program objective of one objective mastered per month of treatment.
- At Level I, ninth- and tenth-grade program students met or exceeded the program objective and eleventh- and twelfth-grade program students were slightly below the program objective, mastering 0.8 objectives per month.
- At Level II, program students at each grade level met or exceeded the program objective.
- At Level III, program students in grades eleven and twelve met or exceeded the program objective of one objective mastered per month of instruction while eighth graders were slightly below, mastering 0.8 objectives. Ninth graders mastered only 0.3 objectives.
- Most program students were pre- and post-tested at Level II. In the spring term, however, sixteen students were tested at Level III compared to only one in the fall.

TABLE 13

Performance of Program Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (E.S.L. Title I Spanish-Speaking Students, Fall)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average Months of	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Treatment	Gain	Gain/Month
9	7	4.3	8.8	4.5	1.9	4	11.0	14.0	3.0	1.1	----------					21	2.4	4.2	1.8
10	32	5.9	11.1	5.2	1.6	16	9.0	14.2	5.2	1.9	----------					48	3.1	5.2	1.7
11	15	6.6	11.7	5.1	1.7	22	7.0	13.9	6.9	2.6	----------					37	2.8	6.2	2.2
12	1	3.0	6.0	3.0	1.1	14	10.4	18.4	8.0	2.9	1	7.0	12.0	5.0	1.9	16	2.7	7.5	2.7
TOTAL	65	5.6	10.6	5.0	1.7	56	8.7	15.1	6.4	2.3	1	7.0	12.0	5.0	1.9	122	2.8	5.6	2.0

Note. number of objectives for each level: Level I (25), Level II (25), Level III (15).

.All Spanish-speaking program students in each grade tested at all levels met or exceeded the program objective of one objective mastered per month of treatment in the fall.

TABLE 14

Performance of Program Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (E.S.L. Title I Spanish-Speaking Students, Spring)

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Months of Treatment	Gain	Gain/Month
9	28	6.7	11.1	4.4	1.5	----------					1	10.0	11.0	1.0	0.3	29	3.2	4.2	1.5
10	8	6.0	10.3	4.3	1.3	31	10.3	14.3	4.0	1.2	1	7.0	10.0	3.0	0.8	40	3.5	4.0	1.2
11	3	10.3	13.0	2.7	0.8	26	10.7	14.7	4.0	1.1	9	9.2	13.0	3.8	1.0	38	3.5	3.8	1.1
12	1	8.0	11.0	3.0	0.8	4	18.3	23.3	5.0	1.4	5	8.0	12.4	4.4	1.2	10	3.6	4.5	1.3
TOTAL	40	6.9	11.1	4.2	1.4	61	11.0	15.0	4.0	1.2	16	8.8	12.5	3.8	1.0	117	3.4	4.1	1.2

Note. number of objectives for each level: Level I (25), Level II (25), Level III (25).

.Overall, Spanish-speaking program students met or exceeded the program objective of one objective mastered per month of treatment in the spring.

.At Level I, all students except the four eleventh and twelfth graders met or surpassed the program objective. At Level II, each grade level met or surpassed the program objective. At Level III, all students except the two ninth and tenth graders met or surpassed the program objective.

TABLE 15

Performance of Program Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (E.S.L. Title I Haitian Creole and French-Speaking Students, Fall)

	LEVEL I					LEVEL II					TOTALS			
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Months of Treatment	Gain	Gain/Month
9	3	8.3	13.3	5.0	1.9	----------					3	2.5	5.0	1.9
10	2	4.5	10.0	5.5	1.6	1	7.0	14.0	7.0	2.5	3	3.1	6.0	1.9
11	1	7.0	12.0	5.0	1.8	----------					1	2.8	5.0	1.8
TOTAL	6	6.8	12.0	5.2	1.8	1	7.0	14.0	7.0	2.5	7	2.8	5.4	1.9

Note. number of objectives for each level: Level I (25), Level II (25), Level III (15).

.All Haitian Creole and French-speaking program students at each grade level exceeded the program objective of one objective mastered per month of treatment in the fall.

.The average rate of growth was almost double the program's objective for achievement in E.S.L.

TABLE 16

Performance of Program Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (E.S.L. Title I Haitian Creole and French-Speaking Students, Spring)

	LEVEL I					LEVEL II					TOTALS		
		Average Number of Objectives Mastered					Average Number of Objectives Mastered						
Grade	N	Pre	Post	Gain	Gain/ Month	N	Pre	Post	Gain	Gain/ Month	N	Average Months of Treatment	Average Number of Objectives Mastered Gain / Gain/Month
9	6	7.8	13.2	5.3	2.0	1	4.0	12.0	8.0	2.3	7	2.7	5.7 / 2.1
10	1	11.0	17.0	6.0	1.6	3	13.0	19.0	6.0	1.6	4	3.7	6.0 / 1.6
11	----------					1	17.0	18.0	1.0	0.3	1	3.5	1.0 / 0.3
TOTAL	7	8.3	13.7	5.4	1.9	5	12.0	17.4	5.4	1.5	12	3.1	5.4 / 1.8

Note. number of objectives for each level: Level I (25), Level II (25), Level III (15).

.All Haitian Creole and French-speaking program students at each level except for the one eleventh grader tested at Level II exceeded the program objective of one objective mastered per month of treatment in the spring semester.

TABLE 17

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of Spanish-Speaking Students with Full Instructional Treatment on the Prueba de Lectura, Total Reading, by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	23	45.6	16.0	57.8	20.1	12.1	0.95	8.17	0.0001	1.22
10	51	56.3	12.2	68.7	15.1	12.4	0.87	11.97	0.0001	1.21
11	53	61.8	12.3	74.4	13.9	12.6	0.88	13.98	0.0001	1.25
12	36	72.1	13.9	86.2	17.1	14.1	0.88	10.49	0.0001	1.23

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.Spanish-speaking students at all grade levels showed statistically significant gains in raw scores with average gains of at least twelve raw score points in all grades.

.The educational significance of raw score gains for all grades is very large.

TABLE 18

Number and Percent of Spanish-Speaking Students Passing Teacher-Made Examinations in Content-Area Courses by Language of Instruction, Fall

		ENGLISH			SPANISH AND ENGLISH			TOTAL	
	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Math	9	7	6	85.7	14	12	85.7	21	86.0
	10	20	9	45.0	42	31	73.8	62	65.0
	11	24	17	70.8	28	23	82.1	52	77.0
	12	12	11	91.7	3	3	100.0	15	93.0
	Totals	63	43	68.0	87	69	79.0	150	75.0
Science	9	4	4	100.0	16	13	81.3	20	85.0
	10	18	8	44.4	43	35	81.4	61	70.0
	11	14	11	78.6	23	21	91.3	37	86.0
	12	9	7	77.8	4	4	100.0	13	85.0
	Totals	45	30	67.0	86	73	85.0	131	79.0
Social Studies	9	6	6	100.0	16	13	81.3	22	86.0
	10	19	10	52.6	47	40	85.1	66	76.0
	11	19	11	57.9	42	28	66.7	61	64.0
	12	15	14	93.3	27	22	81.5	42	86.0
	Totals	59	41	69.0	132	103	78.0	191	75.0

- The established criterion level of 70 percent of program students passing mathematics, science, and social studies courses was exceeded overall for each subject area in the fall.

- The overall passing rates of Spanish-speaking students in the bilingual courses in the fall were higher than the passing rates of program students in mainstream courses in these content-area subjects.

- Program students in mainstream courses came close to but did not reach the criterion level in the fall.

TABLE 19

Number and Percent of Spanish-Speaking Students Passing Teacher-Made Examinations in Content-Area Courses by Language of Instruction, Spring

		ENGLISH			SPANISH AND ENGLISH			TOTAL	
	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Math	9	6	2	33.3	24	17	70.8	30	63.0
	10	19	7	36.8	43	30	69.8	62	60.0
	11	22	12	54.5	26	22	84.6	48	71.0
	12	16	11	68.8	2	2	100.0	18	72.0
	Totals	63	32	51.0	95	71	75.0	158	65.0
Science	9	5	3	60.0	26	18	69.2	31	68.0
	10	18	8	44.4	44	30	68.2	62	61.0
	11	13	5	38.5	19	14	73.7	32	59.0
	12	8	6	75.0	3	2	66.7	11	73.0
	Totals	44	22	50.0	92	64	70.7	136	63.0
Social Studies	9	6	3	50.0	26	18	69.2	32	66.0
	10	18	9	50.0	48	37	77.1	66	70.0
	11	19	12	63.2	40	30	75.0	59	71.0
	12	5	4	80.0	16	13	81.3	21	81.0
	Totals	48	28	58.0	130	98	75.0	178	71.0

- As in the fall, the established criterion level of 70 percent of program students passing mathematics, science, and social studies courses was exceeded by program students in bilingually-taught classes in the spring.

- Again, the overall passing rates of Spanish-speaking students in the bilingual courses were higher than the passing rates of students in mainstream courses in these content-area subjects.

TABLE 20

Number and Percent of Haitian Creole and French-Speaking Students Passing Teacher-Made Examinations in Content-Area Courses by Language of Instruction, Fall

		ENGLISH			ENGLISH-NATIVE LANGUAGE			TOTAL	
Subject	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Math	9	-	-	-	2	1	50.0	2	50.0
	10	4	4	100.0	5	5	100.0	9	100.0
	11	5	3	60.0	4	3	75.0	9	67.0
	12	1	1	100.0	4	4	100.0	5	100.0
Totals		10	8	80.0	15	13	87.0	25	84.0
Science	9	-	-	-	-	-	-	-	-
	10	4	4	100.0	3	3	100.0	7	100.0
	11	8	5	62.5	3	2	67.0	11	64.0
	12	-	-	-	1	1	100.0	1	100.0
Totals		12	9	75.0	7	6	86.0	19	79.0
Social Studies	9	-	-	-	-	-	-	-	-
	10	4	4	100.0	1	1	100.0	5	100.0
	11	10	7	70.0	5	2	40.0	15	60.0
	12	1	1	100.0	7	7	100.0	8	100.0
Totals		15	12	80.0	13	10	77.0	28	79.0

- Overall, the established criterion level of 70 percent of program students passing mathematics, science, and social studies was met by students in all subject areas and in classes taught in English and bilingually.
- Tenth- and twelfth-grade Haitian Creole and French-speaking students performed remarkably well with overall passing rates of 100 percent in mathematics, science, and social studies.
- The eleventh-grade students did not perform quite as well as the other grades in each subject area in the fall.

TABLE 21

Number and Percent of Haitian Creole and French-Speaking Students Passing Teacher-Made Examinations in Content-Area Courses by Language of Instruction, Spring

		ENGLISH			ENGLISH-NATIVE LANGUAGE			TOTAL	
Subject	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Number Passing
Math	9	-	-	-	4	3	75.0	4	75.0
	10	5	1	20.0	4	4	100.0	9	56.0
	11	6	3	50.0	7	6	86.0	13	54.0
	12	1	1	100.0	-	-	-	-	-
Totals		12	5	42.0	15	13	87.0	27	67.0
Science	9	-	-	-	-	-	-	-	-
	10	5	1	20.0	2	2	100.0	7	43.0
	11	3	3	100.0	3	1	33.0	6	67.0
	12	-	-	-	2	2	100.0	2	100.0
Totals		8	4	50.0	7	5	71.0	15	60.0
Social Studies	9	-	-	-	3	3	100.0	3	100.0
	10	5	1	20.0	1	1	100.0	6	33.0
	11	13	7	53.8	5	3	60.0	18	56.0
	12	-	-	-	4	3	75.0	4	75.0
Totals		18	8	44.0	13	10	77.0	31	58.0

- Haitian Creole and French-speaking program students tested in their native language performed quite well in each subject area.

- Tenth graders tested in their native language achieved passing rates of 100 percent in mathematics, science, and social studies surpassing by far the established program criterion level of 70 percent passing.

- Ninth- and twelfth-grade students tested in their native language also exceeded the established criterion of 70 percent passing in all subject areas tested.

- The eleventh grades tested in their native language surpassed the criterion level of 70 percent passing in mathematics, but did not perform as well in social studies and science with passing rates of 60 percent and 33 percent, respectively.

TABLE 22

Number of Spanish-Speaking Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts, Fall and Spring

Courses	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
(Fall) Native Language Arts	19	73.7	56	82.1	57	95.0	25	96.0	157	88.0
(Spring) Native Language Arts	30	63.3	56	75.0	47	78.7	14	92.9	147	76.0

.The overall passing rate for Spanish-speaking students in native language arts was 88 percent in the fall. The results for grades 11 and 12 were quite good with 95 and 96 percent passing, respectively.

.The overall pass rate for Spanish-speaking students in native language arts was 76 percent in the spring.

TABLE 23

Number of Haitian and French Creole-Speaking Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts, Fall and Spring

Courses	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
(Fall) Native Language Arts	1	100.0	2	100.0	1	100.0	2	100.0	6	100.0
(Spring) Native Language Arts	7	100.0	2	100.0			2	100.0	11	100.0

.Haitian and French Creole-speaking program students performed remarkably well in native language arts with passing rates of 100 percent each grade level both semesters.

TABLE 24

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Business and Vocational Education

Courses	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
(Fall) Business/ Vocational Education			2	100.0	10	80.0	30	90.0	42	88.0
(Spring) Business/ Vocational Education	1	100.0	7	71.0	30	77.0	37	89.0	75	83.0

.In both the fall and spring semesters, program students at all grade levels exceeded the program objective of a 70 percent passing rate in business and vocational education courses.

TABLE 25

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
9	44	88.4	12.7
10	81	90.1	11.5
11	94	91.5	5.8
12	62	93.8	6.0
Total	281	91.1	9.2

Average School-Wide Attendance Percentage: 70.74

Percentage Difference= 20.36 z= 6.63 P= .0001

- The program objective that the attendance percentage of program students surpass the mainstream attendance rate by at least 10 percentage points was not only met but exceeded: the difference was twice as much as expected.
- The difference between the attendance percentage of program students and that of the school is statistically significant at the .0001 level.
- The mean percentage ranges from a low of 88.4 for grade 9 to a high of 93.8 for grade 12.
- The standard deviation ranges from 5.8 for grade 11 to 12.7 for grade 9.

SUMMARY OF FINDINGS

Knowledge of English Syntax

In both the fall and spring terms, all program students achieved the program's objective by mastering an average of one curricular objective per month of instruction as measured by pre- and post-administrations of the CREST test.

Reading in Spanish

Because the LAB was revised during the school year, students' scores for the pre- and post-tests were not comparable. Spanish-speaking students tested with the Prueba de Lectura showed statistically and educationally significant gains in all grades.

Achievement in Mathematics

In the fall term, Spanish-speaking program students achieved an overall passing rate of 75 percent on teacher-made mathematics tests, a rate well above the 70 percent criterion level. Of those tested, the tenth graders tested in English demonstrated the lowest performance, while all other grade levels in both the mainstream and the bilingual groups met or surpassed the criterion level. In the spring, the overall passing rate dropped to 65 percent. The ninth, tenth, and eleventh graders tested in English did not meet the criterion, although the twelfth graders tested in English came close to the criterion level with a passing rate of 69 percent. All grades tested in Spanish met the criterion level in the spring.

Overall, Haitian and French Creole-speaking program students met the established criterion level of 70 percent passing in only the

fall term in mathematics (84 percent passing). However, program students tested in mathematics in their native language performed quite well with overall passing rates of 87 percent passing in both the fall and in the spring.

Three Italian-speaking program students were also tested in mathematics in the fall and spring. They performed exceptionally well when tested in their native language with passing rates of 100 percent both semesters.

Achievement in Science

Spanish-speaking program students in the fall semester achieved overall rates of success which equalled or surpassed the program's objective of a 70 percent passing rate. Of those tested, only the tenth graders tested in English failed to meet the criterion. The other students in all grade levels in both groups not only met, but greatly surpassed the criterion. In the spring, the established criterion of 70 percent passing was met only by eleventh-grade students tested in Spanish. Of those students tested in English, only the twelfth graders met or exceeded the established criterion.

Haitian Creole and French-speaking program students tested in their native language in science exceeded the established criterion level of 70 percent passing in both the fall and spring terms (86 percent and 71 percent, respectively). Tenth and twelfth graders tested in their native language performed remarkably well with passing rates of 100 percent in both semesters. Tenth graders tested in English in the fall and eleventh graders tested in English in the spring also achieved passing rates of 100 percent in science.

Three Italian-speaking program students were also tested in science in the fall and spring terms. They performed quite well when tested in their native language with passing rates of 100 percent in the fall and 67 percent in the spring.

Achievement in Social Studies

Spanish-speaking program students in both fall and spring semesters achieved overall passing rates surpassing the 70 percent criterion level (overall passing rates were 75 percent in the fall and 71 percent in the spring). Of the students tested in English in the fall, only the ninth and twelfth graders performed remarkably well with 100 percent and 93 percent passing, respectively. Of those tested in English in the spring, only the twelfth graders met or exceeded the criterion. Overall, the students tested in Spanish met or exceeded the established criterion in both the spring and the fall terms.

Overall, Haitian Creole and French-speaking program students tested in their native language in social studies met the established criterion level of 70 percent passing with a passing rate of 77 percent both semesters. The eleventh graders were the only group tested in their native language that did not achieve the established criterion level. Of those students tested in English, the criterion level of 70 percent passing was met only in the fall semester.

Six Italian-speaking program students were also tested in social studies in the fall and spring. When tested in their native language, they exceeded the established criterion level in the fall with a passing rate of 83 percent, but did not quite make it in the spring (when their passing rate was 50 percent).

Achievement in Native Language Courses

Generally, the program objective was attained by students in both semesters. Spanish-speaking ninth graders showed the lowest passing rates (73.7 percent in the fall and 63.3 percent in the spring) while the Spanish-speaking twelfth graders performed much better (96 and 92.9 percent passing in fall and spring, respectively).

The Haitian Creole and French-speaking program students performed remarkably well with passing rates of 100 percent for each grade level in both the fall and spring.

Business and Vocational Education

In both the fall and spring semesters, program students at all grade levels exceeded the program objective of a 70 percent passing rate in business and vocational education courses.

Attendance

The attendance rate of program students was considerably higher than the 71 percent reported for the school as a whole. The program objective that the attendance percentage of program students surpass the mainstream attendance rate by at least 10 percentage points was not only met, but the difference was actually twice as much as expected.

VIII. CONCLUSIONS AND RECOMMENDATIONS

In 1981-82 Project RESCATE at John Jay High School provided bilingual instructional services to 237 Spanish-dominant students. An additional 17 Haitian youngsters received E.S.L. and native language, but not content-area, courses through the program. The project also continued to provide supportive services (guidance, career development, outreach to families, staff development) to these students and in some cases to their families.

Several changes were made during the year: a language policy for content-area instruction was developed; "extra" English classes were introduced under the auspices of the English department; responsibility for the instruction of English as a second language shifted from the English to the foreign language department, so that all basic instruction to bilingual students was concentrated in a single organizational unit; and a basic mathematics course, taught in Spanish, was added to the curriculum to reduce demands on the mathematics teacher, who had been doing a tremendous amount of tutoring on a voluntary basis.

While the resource teacher was missed, the staff continued to work conscientiously and devotedly to serve John Jay's bilingual students. Outreach to families of absent students and tutorial services were reduced in the spring semester, due to the lack of paraprofessional support.

Because of the diversity of students served at John Jay, curriculum development continues to be an area which requires attention. The lack of funding for a resource specialist, combined with the school library's limited materials in Spanish, makes this a difficult area. One possible approach to this question might be to seek materials developed by other

Title VII projects in New York City, while continuing efforts to develop curricula and materials at John Jay.

Staff development activities were numerous and clearly focused, as indicated by the list of specific meeting topics and workshops offered during the school year. Some of this might well be used, in the future, to iron out several problems which involve program and mainstream staff (such as mainstreaming criteria) or program staff and administration (such as the issues of class coverage). The newly instituted language policy merits further discussion by the Title VII and teaching staff, so that it might be implemented on a more consistent basis.

The Family Language Program continues to be an important aspect of the program's supportive services, and its continuation would seem to be of great importance.

Certain aspects of the project's function remain unclear and the project staff might attempt to provide some clarification. The continued presence, in the program population, of English-dominant students may call for review. Also, the program indicates that it is providing limited services to students who have not been designated LEP, such as the Italian-speaking participants. Services to students dominant in languages other than Spanish might be clarified in the next evaluation. Also, the number of students who were said to be enrolled in E.S.L. classes appears to be less than the total number of students in the program. This may be related to the rather limited scope of E.S.L. instruction presently offered by the program. It is recommended that the staff negotiate expansion of these services with the school's administration.

In general, the program operated extremely effectively in 1981-82, and all concerned -- administration, staff, students, parents -- deserve praise.

IX. APPENDIX

The John Jay

Family Language Program

Evaluation

1981-82 School Year

237 Seventh Avenue
Brooklyn, New York

Prepared by
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BACKGROUND

We are sometimes reminded that it is a quirk of fate that English is the official language of the United States. Had the Spanish Armada not been defeated, we might all be speaking Spanish. Had a certain tight vote in the early days of our country's development gone another way, we might be speaking German.

However, the fact of the matter is that we are an English-speaking nation. Traditionally, since the great waves of immigration in the 19th century, the two big challenges for the newly-arrived non-English-speaking family have been: (1) learning to understand, speak, read, and write English; and (2) surviving in the frantic urban environment. 1982 is different from 1882 in that the pace of life in New York City is much faster, the dangers of city living are more terrifying, and the secure native language ghettos are no longer intact.

John Jay High School, a venerable Brooklyn institution, has functioned in Park Slope for over 90 years. It has greeted newly-arrived non-English-speaking students since the thirties. The school's commitment to this special educational challenge has always been outstanding. As part of its ongoing concern, John Jay High School solicited a planning grant from the office of Urban Education (State of New York) in 1970. Using that grant, a teacher who was specially trained in English as a Second Language, and a bilingual paraprofessional, set out to study the areas feeding the school to discover what methods would best help students and their families to learn English and become acclimated to life in New York City. Some findings of that Planning Grant were:

1 - The biggest problem with ESL classes in community evening centers is attrition. People who work in a factory all day lose motivation for going out at night, especially in the winter.

2 - Eighty per cent of the students entering John Jay from a non-English-speaking environment never graduated.

3 - Some non-English-speaking families lived in pockets of the surrounding community -- Haitians were concentrated in Crown Heights, Italians in Red Hook, Ecuadorians and Puerto Ricans in Sunset Park, orientals in Park Slope, etc.

4.- Because of their linguistic vulnerability, the newly arrived non-English-speaking family is a prime candidate for consumer fraud, low wages, and rent gouging.

The idea began to emerge for a program in which the teacher would visit the family's home to teach English to the whole group. Attrition would be difficult, embarrassment about speaking a new language in front of strangers would be nonexistent, and everyday realia would abound.

Funding was eventually secured from the High School Funding Office at the Board of Education to begin the program in the spring of 1971. Thus one bitter cold February night, five John Jay teachers ventured into Crown Heights, Red Hook, Boerum Hill and Sunset Park to teach their first home lesson.

Twelve years later the program is still operating successfully, albeit on a much smaller scale and with a smaller budget. Although the Family Language Program has gone through some changes in the past 12 years, its aims have remained the same -- to help the newly arrived non-English-speaking student and his or her family adjust to the strains of a new urban environment through instruction in language and survival skills. Since this student is the most likely to drop out of school early because of academic frustration and economic need, the program naturally works to prevent that eventuality.

During the past twelve years, John Jay has had five different principals -- Aaron Maloff, Abraham Venit, Robert Sears, Robert Weinberger, and now Enzo Togneri. Each of these principals has been extremely supportive of the program, recognizing it as a rare educational experiment that costs little and works effectively.

Even though the budget for Family Language is only a third of what it once was, the program survives. During the 1981-82 school year, the teachers were paid out of a skeleton budget consisting of 0.6 of a discrete unit allocated through the auspices of BASIS Superintendent Charles Schoenhaut and High School Division Director Nathan Quinones. From the school's newly revived Title VII Program, Rescate, there was also an additional allocation of 800 hours which was earmarked for implementation by the Family Language Program. All of these funds were used for teacher per-session hours only. No money was allocated for supplies, books, clerical help, transportation, or paraprofessional assistance.

During the 81-82 school year, 11 parttime teachers were employed by the program. They worked for 36 weeks and gave a total of 980 training sessions in basic language and math skills, consumer awareness, and most importantly, dropout prevention. During the year, 41 families were serviced.

In order to systematically measure their success in these endeavors, the teachers used three instruments:

. The FLP placement test in English Language Skills (given pre and post)

. Weekly logs of student and family activities

. A consumer-awareness checklist (pre and post)

During the 81-82 school year, the program continued in its new effort to bring the families out of their apartments and into "the Big Apple." Teachers, students, and parents enjoyed several group outings: a Mets game, the Ringling Brothers Circus, and the United Nations. At the school itself, families (encouraged by and often transported by the teachers) attended monthly meetings of the Bilingual Parents' Council, the school's Carnival, a 3-D movie night, and the annual fashion show.*

* Plans to do the traditonal end-term International Dinner went awry this year. Because of custodial and cafeteria requirements costing hundreds of dollars, it is no longer feasible to pay for the dinner in the school cafeteria. In the past, the teachers have paid for the cafeteria help, paper goods, and soft drinks. Each year it has grown more and more expensive until this year when the costs would have been exorbitant.

OBJECTIVES AND RESULTS (1981-82 school year)

Following is a list of the program's objectives for the 81-82 school year compared with the statistical results derived by the program coordinator, Robert Ellis.

OBJECTIVES

1. The dropout/discharge rate for participating students will be less than one half the school average

school enrollment 9/81	3334
new admissions	762
total	4096
discharges	1411
new total	2685
graduates	350
school enroll. 6/82	2335

$\frac{1411}{4096} = 34.4\%$

RESULTS

participants	67
new admits	0
	67
graduates	2
	65
discharges	5
	63

$\frac{5}{67} = 7.5\%$

Objective met

2. The average daily absence rate for participating John Jay students will be less than one half the school average

average absence rate (including LTAs) 28%

absence rate for FLP participants (John Jay)

$\frac{242}{5742}$ (days) $= 4.2\%$

Objective met

3. 60 % of the participating John Jay students will increase at least 15% on the FLP Test of English Language Proficiency

28 out of 32 who completed both pre and post tests achieved this result:

$\frac{28}{32} = 88\%$

pre-test average:138
post test average:198

Objective met

Other interpretation of data on Objective 3:

There were 63 participating John Jay students. However, accurate pre and post test results were available only for a sample of 32 students because of the transience of new arrivals. Even so, it is significant to note the results of the average scores of all the participating JJ students at the beginning of the program and compare that average with the average of all those participating at the end of the program:

PRE: $\frac{4974}{36} = 138.2$ POST: $\frac{7315}{37} = 197.7$

an increase of 60.0 points of 50.3%

4. 50% of the participating family members will increase 15% on the FLP test of English Language Proficiency.

18 out of 26 who completed both pre and post tests achieved this result:

69.2%

Objective met

Other interpretation of data on Objective 4:

There were 75 participating family members. A comparison of average pre and post test scores of all these participants yields this result

PRE: $\frac{5397}{55} = 98.1$ POST: $\frac{8368}{50} = 167.4$

5. The participating JJ students will average at least 5 points higher in their English class marks as compared to a randomly selected control group in the same English classes

CONTROL GROUP: $\frac{3520}{54} = 65.2\%$ FLP GROUP: $\frac{5163}{67} = 77.1\%$

Objective met

6. At least one parent or adult from at least 35% of the participating families will attend two or more school functions during the school year.

-68- $\frac{19}{31} = 61.3\%$

Objective met

7. At least one parent or adult from at least 30% of the particpaitng families will attend adult education classes or will improve his or her employment status through a career ladder program, better job, or promotion.

$\frac{19}{31} = 61.2\%$

Objective met

8.At least 80% of the participating families will evidence better awareness of consumer (money-management and buying) skills. (This objective was measured through the use of a consumer-awareness questionnaire administered by the teacher at the beginning and at the end of the program.)

Of the 24 families who were surveyed pre and post, 21 showed significant increases in consumer awareness.

Total pre scores for all 29 families was 708. Total post scores for all 28 families was 1094, a marked increase.

Total of all pre and post tests:

$\frac{708}{29} = 24.4$ $\frac{1094}{28} = 39.1$

Objective met

SIDELIGHTS AND HIGHLIGHTS of the 81-82 TERM

. As the fall 81 term began, John Jay High School, like other schools in New York City, was faced with the monumental task of ascertaining the immunization status of every student on record. Since there were many transient and no-show students on the school's rolls, it became clear that some effort would have to be made to "track down" the long-term absentees. The FLP teachers, long familiar with the strategies of going out to the neighborhoods, came to the rescue. Before they began their annual ESL lessons, they spent a week playing detective in the tenements of Red Hook and Sunset Park, uncovering the real status and whereabout of 150 LTA's. This "blitz" was in no way a part of FLP's activities; however, it's one way in which the experience of the program's teachers proved invaluable to the school's administration.

. The diversity of languages and countries of origin of the 81-82 families rose markedly, reflecting the changing immigration patterns of the 80's.

The 41 families represented 20 countries of origin:

Dominican Republic
El Salvador
Colombia
Portugal
Israel/Palestine
Puerto Rci
Haiti
Vietnam
Sri Lanka
Ecuador
Honduras
Guatemala
Nicaragua
Italy
Port of Spain
China
Yemen
Hong Kong
Cuba
Panama

The families represented 8 language groups: Spanish, French, Portugese, Italian, Chinese, Vietnamese, Arabic, and Hebrew.

.Access to buildings proved a real problem this year. Due to a heightened concern for security, many buildings have locks on the door outside the bells. In one case, the family gave the teacher a key. In another, a child was sent to wait by the door at the appointed time.

. It is interesting to note that 9 of the 11 teachers marked their 9th year of working in this program -- a remarkable fact in an era of teacher burn-out. These teachers seem to find renewal of spirit in the program. Their per-session rate of pay has increased only about 16% in the past ten years. They often bring snacks, presents, and lightbulbs with them -- which expenses come out of their own pockets. There is an extraordinary dedication evident here.

SOME SOFT DATA FOR '81-'82

The real story of the Family Language Program is not found in statistics, but in the teachers' weekly logs. From these sketchy reminiscences, one can get a keyhole view of families -- nuclear and extended; literate and illiterate; black, oriental, hispanic, and middle-eastern -- struggling valiantly to adjust to a new language and culture, all the time hoping for a better future for their children. Consider the following gleanings from the weekly reports:

> . Mr. and Mrs. C---- from Canton. She was an obstetrician; he was an accountant. Neither is able to work at these professions in this country because of language barriers. Father works 70 hours a week in a restaurant. This family had never encountered Christmas before. Even as the teacher explained American Christmas rituals, he later learned all about Chinese New Year.
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> . The S----- family who would prefer to live in Manhattan, but opted for Brooklyn because they were so happy with son's schooling at John Jay
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> . The Vietnamese family who went on the UN trip hoping to meet the representative of their country.
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> . The P--- family wherein everyone was working in factories until Mrs. P---'s illegal alien status came to light.
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> . The G--- family whose son dropped out of school rather than be transferred to special education.
>
> . The C--- family where son Dennis showed promise of becoming a track star until he had to go to work in a bodega to help family's slim finances. Daughter displays serious learning disabilities.

Each of the 41 families has its own story to tell. Most became so attached to the teacher that they want him or her to return next fall (a decision yet to be made based on overall need).

WHAT THE FUTURE HOLDS

In the year ahead, there is good reason to believe that Family Language will continue to function with the same 0.6 unit from District funds and a somewhat smaller allocation from the Bilingual Program. We have garnered some suggestions for private fuding -- specifically from the New World Foundation who allocated some money to the program the year before last.

Hopefully, next year an end-term picnic can be planned so that there will be some way for the families to share their feelings with others. It is also hoped that the bilingual parents council meetings will make a broader effort to communicate with non-hispanic families.

We are entering the third and final year of the Title VII funding. We expect to lose at least 200 teaching hours in 82-83. After that we will probably have no Title VII funds to rely on at all.

Looking to the future, beginning in 83-84, we hope to incorporate career education modules into our family teaching structure. We are planning ways in which to work with parents and students together to get them acquainted with up-to-date techniques in computers, data processing, and office procedures. We believe that many of the mothers and fathers we have met are capable of more challenging jobs than those they are now filling. They came here believing that the United States is the land of opportunity. We in the Family Language Program would like to make that belief a reality.